

Annual Report

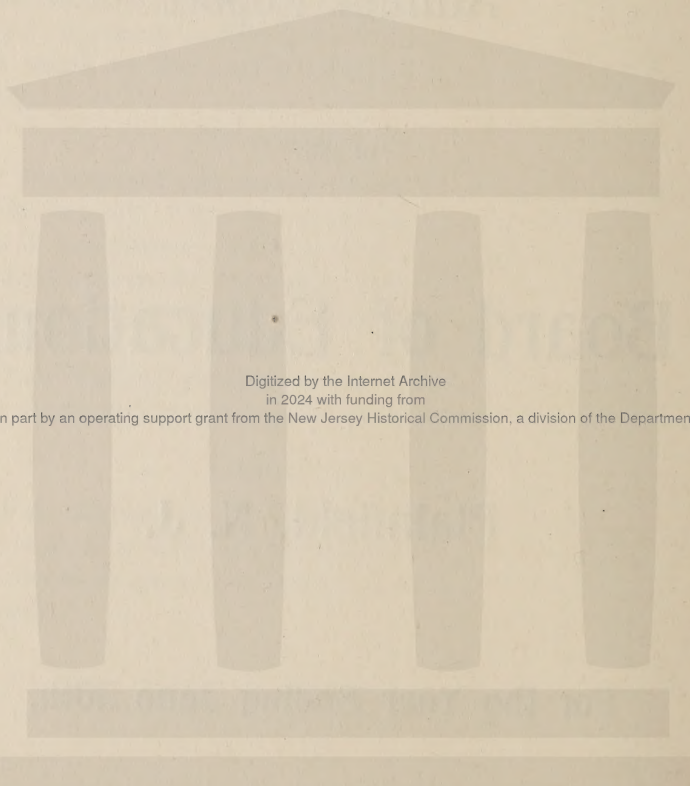
of the

Board of Education,

Plainfield, N. J.

For the Year Ending June 30th,

1902.



Digitized by the Internet Archive
in 2024 with funding from

Funded in part by an operating support grant from the New Jersey Historical Commission, a division of the Department of State

Board of Education.

1902.

OFFICERS.

JOHN B. PROBASCO, M. D.,	-	-	-	-	<i>President.</i>
CHARLES F. ABBOTT,	-	-	-	-	<i>Secretary, pro tem.</i>
FRANK B. CLARK,	-	-	-	-	<i>Clerk.</i>

MEMBERS.

	<i>Term Expires.</i>
LEANDER N. LOVELL, 212 Crescent Avenue,	- - 1902.
REV. WM. R. RICHARDS, D. D., 534 East Front Street.	- 1903.
JOHN B. PROBASCO, M. D., 175 East Front Street,	- 1904.
CHARLES F. ABBOTT, 966 Central Avenue,	- - 1905.
FLOYD T. WOODHULL, 926 West Front Street,	- 1906.

HENRY M. MAXSON,
Supervising Principal and Superintendent of Schools.

OFFICE HOURS.

8.30 A. M.—9 A. M. on School Days.

MEDICAL EXAMINERS.

T. H. TOMLINSON, M. D.,
212 East Seventh Street.

A. F. VAN HORN, M. D.,
452 West Fifth Street.

Standing Committees,

1902.

Teachers and Text Books :

J. B. PROBASCO, W. R. RICHARDS, C. F. ABBOTT.

Books, Stationery and Supplies :

W. R. RICHARDS, F. T. WOODHULL, J. B. PROBASCO.

Buildings and Repairs :

C. F. ABBOTT, J. B. PROBASCO, L. N. LOVELL.

Finance :

L. N. LOVELL, C. F. ABBOTT, F. T. WOODHULL.

Fuel :

F. T. WOODHULL, L. N. LOVELL, W. R. RICHARDS.

ELECTION OF TRUSTEES.

One each year for a term of five years. Election held on the day of regular municipal election in November, at usual polling places.

ELECTION OF OFFICERS.

At the regular monthly meeting in January of each year.

TUITION FEE FOR NON-RESIDENTS.

Pupils residing outside the city limits are admitted to the Public Schools, as far as the accommodations will permit, upon payment of the following tuition fees:

High School, per quarter (ten weeks)	\$12 00
Grammar School, per quarter (ten weeks)	9 00
Primary School, per quarter (ten weeks)	6 00

BOARD MEETINGS.

Stated meetings of the Board, first Monday of each month at 7.45 P. M. Rooms, High School Building. Bill Nights, first Monday of each month..

BOARD ROOM AND CLERK'S OFFICE.

High School Building, West Fifth Street and Arlington Avenue.

SUPERINTENDENT.

Office of Superintendent, High School Building, West Fifth Street and Arlington Avenue.

Office Hours—8.30 to 9.00 A. M. on School Days.

SCHOOL SESSIONS.

High School.....From 8.20 A. M. to 1.00 P. M.
 Whittier School.....From 8.20 A. M. to 1.00 P. M.
 Grammar Dep't.....9.00 A. M. to 12 M.; 1.30 to 3.15 P. M.
 Primary Dep't.....9.00 to 11.45 A. M.; 1.30 to 3.00 P. M.

Grammar and Primary Departments.

On one-session days, hours from 9.00 A. M. to 1.00 P. M.

SCHOOL CALENDAR, 1902-1903.

FALL TERM—

Begins September 9, 1902; closes December 19, 1902.

WINTER TERM—

Begins January 3, 1903; closes April 10, 1903.

SPRING TERM—

Begins April 20, 1903; closes June 18, 1903.

FALL TERM—

Begins September 8, 1903; closes December 23, 1903.

Financial Statement.

Receipts and Expenditures, July 1, 1901, to June 30, 1902.

RECEIPTS.

July 1, 1901. Cash balance on hand.	\$ 1,524 76
Due from Lincoln School Building Account.	2,782 50
	<u>\$ 4,307 26</u>

District tax received from the Collector of the City :

Arrears for the year 1890	1 56
“ “ “ 1895	4 23
“ “ “ 1896	33 06
“ “ “ 1897	54 44
“ “ “ 1898	64 05
“ “ “ 1899	2,683 31
“ “ “ 1900	3,993 59

\$6,834 24

Current year, 1901	55,249 37
------------------------------	-----------

\$62,083 61

Interest on Arrears of tax.	1,356 75
-------------------------------------	----------

63,440 36

State tax received through the Custodian of School

Moneys:

State Appropriation 1901-1902.	1,482 46
State Appropriation, special 1901-1902.	7,152 46
State tax 90 per cent. 1901-1902.	10,838 31
State tax, 10 per cent. 1901-1902.	1,019 49

20,492 72

Tuition (non-residents).	\$ 1,963 40
----------------------------------	-------------

Library Account.	151 24
--------------------------	--------

Sundry Account.	135 66
-------------------------	--------

2,250 30

Proceeds of notes discounted in anticipation of taxes.	7,000 00
--	----------

\$97,490 64

DISBURSEMENTS.

Salaries:

Teachers.	50,567 40
-------------------	-----------

Clerk, Janitors, etc.	7,510 00
-------------------------------	----------

\$58,077 40

BOARD OF EDUCATION.

7

Fuel	2,225 62	
Lighting	173 77	
		\$ 60,476 79
Running School Expenses:		
Stationery Supplies	193 09	
Printing	425 89	
Insurance	236 00	
Percentage proportion for assessing and collecting		
School taxes	1,110 47	
Telephone service	242 98	
Water service	520 71	
Furniture	246 36	
Incidentals	791 97	
General Supplies	1,288 09	
Repairs	1,735 28	
Freight and Cartage	47 51	
Expressage	70 60	
Rentals	540 00	
Ash Contract, etc.	126 00	
Tuition	150 55	
		7,726 40
Bonds retired	\$ 4,000 00	
Payment Account Mortgage, Lincoln School	1,000 00	
	\$ 5,000 00	
Interest on Bonds	1,720 00	
Interest on Mortgage	990 00	
		7,710 00
Whittier Betterment Account	576 80	
Interest on notes discounted	731 62	
Interest on warrants bearing Interest	28 50	
		1,336 92
Library Account		214 18
Text Books and School Supplies		3,193 24
		\$80,657 53
Warrants drawn in May and June, 1901, and bearing in-		
terest		10,799 02
		\$91,456 55
June 30, 1902. Balance on hand with the Custodian of		
School Moneys	3,251 59	
Due from Lincoln School Building Account	2,782 50	
		6,034 09
		\$97,490 64

MARTIN ACT ACCOUNT.

RECEIPTS.

July 1, 1901. Balance on hand with the Custodian of		
School Moneys	4 11	
From City Treasurer, proceeds from sale of taxes	3,546 64	
		\$ 3,550 75

BOARD OF EDUCATION.

DISBURSEMENTS.

Paid on account Martin Act note in bank \$ 3,550 75

ASSETS AND LIABILITIES.

ASSETS.

July 1, 1902. Balance on hand	3,251 59	
Due from Lincoln School Building Account.	2,782 50	
Martin Act taxes uncollected	1,251 18	
Arrears of tax not in Martin Act account	11,687 64	
		\$ 18,972 91

LIABILITIES.

Notes outstanding against taxes uncollected	\$12,160 97	
Outstanding Accounts	1,395 55	
		\$ 13,556 52
Sites, Buildings, Furniture, etc.		232,000 00
Against which there is standing Coupon Bonds at 4 per cent	40,000 00	
Bond and Mortgage at $4\frac{1}{2}$ per cent	21,000 00	
		61,000 00

Respectfully submitted,

J. B. PROBASCO, *President.*

C. F. ABBOTT, *Secretary, pro tem.*

L. N. LOVELL, }
C. F. ABBOTT, } *Auditing Committee.*

Report of Superintendent.

Gentlemen of the School Board:

I have the honor to present to you herewith my Annual Report of the Public Schools of the City of Plainfield. The work of the year has been characterized by faithfulness and efficiency throughout the school system. As this is my Tenth Annual Report of the Plainfield Schools, it has seemed to me that it would be interesting to give it largely the nature of a review of the work of the ten years of my service.

CONDITION OF THE SCHOOLS.

The general condition of the schools for the present year is as follows:

Enrollment	-	-	-	-	-	2,715
Average Membership,	-	-	-	-	-	2,125
Average Attendance,	-	-	-	-	-	1,928
Number of Teachers,	-	-	-	-	-	72
Number of Buildings,	-	-	-	-	-	7

INCREASE IN NUMBERS.

In 1892 there were enrolled in the city 1,762 children; in 1902 the enrollment was 2,715, which indicates an increase of nearly 60 per cent. during the ten years. The teachers have increased in number from 46 to 72.

GENERAL EQUIPMENT.

To provide for this increase of 1,000 pupils, the city should have added to its accommodations about twenty-five classrooms, but since the Irving School was only

partially occupied ten years ago, part of the increase has been provided for in the unoccupied rooms of that building, and nineteen additional rooms have been provided in various ways. In the High School, part of the assembly hall was cut off by movable partitions, providing two recitation rooms. The dwelling on the Wadsworth lot belonging to the Board of Education was fitted up so as to provide two more rooms. The old Seventh-day Baptist church was rented for a term of years, and extensive changes made in the interior of the building whereby eight excellent rooms were provided for the Grammar School; and better than all, a modern school building with modern equipments of various kinds for school work was built on a large lot on Berckman street in the eastern part of the city, providing eight more schoolrooms. But in spite of all these provisions, the growth has been so great that we are still greatly inconvenienced for lack of room in some parts of the city.

The school equipment in general has been improved in several ways at considerable expense to the Board. All of the three-story buildings have been provided with ample fire-escapes. The toilets for the Bryant, the Stillman, the Franklin, and the Washington Schools have been entirely remodelled and provided with modern equipment. In place of the unhygienic faucets and drinking cup, all of the buildings have been provided with fountains, from which there is no possibility of contamination. In a number of buildings the heating provisions have been greatly improved, while the buildings themselves have been kept in an excellent state of repair. Ten years ago, practically all the pupils' desks in the city were of the old-fashioned double desk pattern, with all its disadvantages. Now, more than half the pupils are seated at single desks of modern pattern, of which both desk and chair are adjustable to the height of the pupil occupying them. In compliance with the School Law, each school yard has been supplied with flagstaff and flag, and all the schools

have been furnished with text books in every subject in the course and with all other material needed for school work, so that pupils may attend school without expense.

FINANCIAL IMPROVEMENT.

Notwithstanding that all these changes, including especially the erection of the new Lincoln School and the making over of the building for the Whittier School, have cost many thousands of dollars, the school finances have improved considerably during the ten years. In 1892 the bonded indebtedness was \$77,000.00, most of it bearing 5 per cent. interest and some of it 7 per cent., the total annual interest charges being about \$3,400.00. In 1902 the bonded indebtedness had been reduced to \$61,000.00, while by a readjustment of bonds carried through by the Board a few years ago, most of the indebtedness now bears only 4 per cent. interest, the annual interest charges having been reduced during the decade from \$3,400.00 to \$2,400.00. At the same time that the debt has been reduced \$16,000.00, the value of the school property has been increased \$42,000.00.

HIGH SCHOOL.

Ten years ago the High School numbered 140. Last year the enrollment was 239, while there was also a preparatory class of 35 doing High School work in some studies. During the ten years there have been many changes introduced in the working of the school to fit it more closely for the needs of every class of pupil. In 1892 the High School course of study was not such as to fit a graduate for the first-class colleges, but it was necessary for a pupil to take extra work outside of the school course to acquire such preparation. Now the school fits pupils for any of the colleges or universities and its certificate of graduation is accepted by a large list of colleges in lieu of an entrance examination. The study of German and also of French have been added to the course. Science, for which ten years ago there was no laboratory equipment,

and only an hour or two of time of one teacher given, has now been broadened and strengthened so that it requires the whole time of a thoroughly equipped teacher, and the laboratory has been fitted with tables and appliances for individual work according to the modern laboratory methods, although the inadequacy of the High School building necessarily makes this equipment far from what it ought to be. The study of English has been advanced to the position of the most important study in the school. All pupils are required to have five exercises a week throughout the four years, and the method of teaching the subject has been very greatly improved during the decade. One entire department of work has been added to the school, the Commercial Course, which includes work in Bookkeeping, Stenography, Type-writing and other subjects covering four years of study, furnishing a preparation so thorough and efficient that its graduates have no difficulty in finding remunerative positions. The growth of the school and the improvement of the course of study has made possible the introduction of specialization in the work of the teachers so that instead of covering a large line of subjects, each teacher is enabled to confine her attention to one or two subjects and, consequently, to do much more effective work.

The result of this improvement is shown in the fact that we have sent pupils to twenty or more colleges and universities and that invariably they have entered without conditions and have taken an excellent standing in the college work. At three different colleges, during the ten years, our pupils have taken the prize for the best entrance examination. While the excellence of a High School is ordinarily judged by its relations to the college, in our own school, we have believed that, although the work with those intending to go to college was important, the strength of the school should be directed toward those who have not the prospect of the further training which a college gives, and it is in the provision for these

pupils that our school has made its greatest growth and advancement during these years, so that the education which the High School now gives to those who are not going to a higher institution of learning is incomparably better and stronger and broader, and furnishes a better equipment for life than was given ten years ago.

POSITION OF THE HIGH SCHOOL.

The marked development of the High School, while a credit to the city, is not a matter peculiar to Plainfield; it is rather a part of a movement that extends over the whole country. We have simply worked to maintain the high standing of our schools in the field of public education. In the last decade there has been a marvelous expansion in business, which has greatly increased the demand for increased intelligence in all the lines of labor, and to meet this demand, there has been an unparalleled increase in secondary education. From East to West, from North to South, during the last decade, high schools have multiplied almost incredibly in numbers and in attendance of pupils. New schools have been created; old schools have expanded and strengthened their curriculum, and costly buildings have been erected in large numbers. There are still some in every community who question the wisdom of free high schools at public expense, but the logic of events is against such people. The foundation principle on which free public education exists is that it is not for the benefit of the individual, but primarily and especially for the interests of the State, and the logic of events shows that the great mass of people believe that it is for the interest of the State that boys and girls should be given free opportunity to develop their intellects in order that by their increased ability they may return increased benefit to the State.

When our own school was established there were but two or three such schools in New Jersey; now there are in the State nearly 150 high schools, or partial high schools, with an enrollment of nearly 15,000 pupils, and 69 of these

schools maintain courses of study covering four years' work. In strengthening and expanding the work of our own school, we have therefore simply been keeping pace with the great advancement in secondary education that has been going on all about us, and while we may still claim pre-eminence from the nature of our work, it is only such pre-eminence as is due to a city like Plainfield. A strong high school is undoubtedly a good investment from a utilitarian standpoint. Our own school has had no small part in making Plainfield what it is, and not a year passes without showing in one way or another its value in making Plainfield attractive as a place of residence. It can also be demonstrated mathematically, in a general way, that a high school has very great importance in increasing the working value of the children of the community; but more important than all else, though seldom recognized, is the value of the high school, in its influence on the lower grades, for it is almost an axiom among educators that a school system which does not have a good high school cannot have the best grammar and primary schools. The high school exerts a constant and powerful influence on all the grades below, stimulating their work, elevating the standard and holding the pupils in school much longer than they would otherwise remain if there were no high school above. When Mr. Low was Mayor of Brooklyn he was opposed to the high school system believing that it was an unwise expense, but his study of the school system showed him that the influence of a high school was to advance the children more rapidly through the graded schools, and thereby to increase greatly the efficiency of those schools, he was therefore converted to ardent support of the high school, as Mayor of New York.

Our own High School has grown in almost every respect except accommodations. It has now reached the point where further growth and improvement is almost impossible without improved quarters, and it is to be hoped

that the coming year will mark the beginning of a new building suitable to the importance of the work the school is doing.

It is this immeasurable benefit to the lower grades that I have had especially in mind in exalting and magnifying the work of the High School, for while I have studied and worked to increase the opportunities and broaden the outlook of the High School pupils, my heart has been particularly in the work of the lower grades, and where I have given an hour of thought to the High School, I have given ten to the Grammar and Primary.

THE GRAMMAR AND PRIMARY SCHOOLS.

Whatever importance we attach to the work of the High School, that of the lower grades is still more important, since it is the foundation of all education whether it be in the High School or in life, and there are so many children who get but little way beyond the Primary grades. It is these grades which I have made my special study and to which I have given my best thought during my administration. While the improvement of the High School has been great, that of the lower grades has been equally noteworthy, although not so conspicuous.

In all matters of material equipment and appliances of various kinds to conserve the health of the child or to make easier and more effective the work of the teacher, there has been great advancement. Each of the Primary grades now has a large amount of material of various kinds to interest the pupils and make the school work natural and attractive. The old-time slate and sponge, with all its unhygienic accompaniments, has given place to paper and pencil or pen, each child having his own individual pencil. More than one thousand adjustable desks, with the added conditions of comfort and healthfulness which they afford, have been placed in the various grades, and it is my constant study, as I pass from room to room, to see that every child is properly seated; while the heat.

ing, lighting and other appointments of the building are under constant supervision.

The introduction of free text-books has enabled us to add very much to the working conveniences of the school without added cost to the community. Instead of one reader over which each child was wont to spend a whole year, there are now placed in each Primary grade from six to ten different sets of readers, so that it is always possible to find readings suited to the advancement of the class and to furnish many times the amount and variety of reading matter which we had ten years ago.

Most of the schoolroom work has been revised, cut down and adapted so that there is less waste of time and energy and the work is of a more practical nature. The time devoted to Arithmetic has been reduced, while much useless work has been omitted. As in the High School, so in the lower grades we have made a special effort to improve the work in the various lines of English, and a new course has been prepared outlining definite, thorough training, both in the technical part of English and also in composition, with the view of training the child to think and to express his thoughts clearly and forcibly and in good form. Each grade makes a special study of some of the great classics in the language. There has also been prepared a carefully selected list of poems extending through the whole course, so that each year the child commits to memory six or eight of the best poems or prose selections that we have.

In the Grammar grades, the cutting down of Arithmetic has enabled us to introduce the elements of Algebra and Inventional Geometry, also the beginning of Latin for those who desire to take that subject. We have introduced some of the High School methods of work, and this, together with the introduction of these new subjects, has done much to bridge over the gap that has existed between the Grammar and the High School, with the result that more pupils enter the High School and fewer pupils drop out after they get there.

PROMOTIONS.

Constant effort has been made to give increased flexibility to the grading and promotions. The concentration of the higher grades in one building has enabled me to form four classes in the seventh grade, and three in the eighth grade, each advancing independently of the other according to the ability of the pupils in the class. This makes it possible for a child to be advanced a step at any time in the year when it becomes apparent that he can do more work. In the other grades, the classes have been divided into two sections, each working independently in the main studies with the purpose that the pupils shall have more time to study in the class-room and that it shall be more easy to advance pupils according to individual power. The result of all these adjustments is that the majority of the pupils is able to do the work below the High School in one or two years less than was formerly required.

While we have studied to advance pupils more rapidly, we have also aimed to avoid the evil of working the children too hard or making their life a simple grind. While school should be the chief interest of the older pupil, it should not rob him of the joy and play of childhood. All good systems require home work from the pupils in the higher grades and must necessarily require such work under existing school conditions if the work which is universally expected of the school is to be accomplished. But we strive to see that the home work required shall not be excessive nor beyond the capacity of the child, and whatever may be the case in other cities, I have failed to find indications that our children are overworked. I have constantly sought the advice of parents where cases of overwork seemed to exist, and it is rare indeed that I have found a case of actual overwork where the child was in his proper grade and had average ability. I welcome at all times any information from any source that will enable me to adapt the work better or to remedy any undesirable conditions.

During the spring term, an exhibit of pupil's work was made in each of the buildings which afforded an opportunity for comparison with the work prepared by the children some years ago, with the result that it was seen that very satisfactory progress had been made in the character of drawing, writing and manual work of all kinds. I hope that the time is not far distant when we can incorporate with our other work many of the most valuable lines of industrial training.

KINDERGARTENS.

In 1892, we had one experimental kindergarten; the number has now been increased so that every child in the city has the opportunity to begin his school life in this the most valuable of all schools for small children. While the appreciation and understanding of the kindergarten on the part of the parents and the public has grown much during the period, it is still far from being appreciated as it ought to be. There is no place in the school system where so much can be done to form the child's moral and mental character on right foundations as in a good kindergarten, and while it speaks much for the wisdom of the Board of Education that each primary in the city has a kindergarten, it is unfortunate that the parents do not universally avail themselves of the opportunity to give their children its valuable training.

HYGIENE.

A school is a sad travesty on education if it trains the child's mind and neglects his body.

In numberless ways, the hygienic conditions that surround the child in school have been improved; by introduction of adjustable seats, by improvements in ventilation, by modernizing the sanitariums, and by equipping each school with washbowls and running water, by use of oil brushes in sweeping, by abolishing the feather duster and substituting cheese cloth for dusting, by improving the school yards and renovating and sterilizing class rooms and fur-

niture, by banishing slates and securing individual use of pencils, by the substitution of drinking fountains for the old well and tin cup, by careful tests of eyesight and hearing, by frequent medical inspection of pupils exposed to disease, and in many other ways. It is my constant study, as I pass from room to room, to note anything in the conditions of the room that is unfavorable or that can be improved.

In the Grammar grades, physical training has been introduced with very satisfactory results. It is to be hoped that the speedy erection of a new building for the High School will make it possible to give the pupils of that school regular gymnasium training. At present, we are making military training and school sports under the careful oversight of class teachers, fill the need as far as we can.

But the most important advance of all in the matter of hygiene is the appointment of medical inspectors. Plainfield was one of the first to employ physicians by regular appointment to examine pupils, inspect buildings, and have general oversight of the hygienic side of school work. The wisdom of the plan has been endorsed by its adoption quite generally by the best schools throughout the country. It is the duty of these inspectors to test from time to time the eyesight and the hearing, also to examine the throat and to note any physical imperfections of each pupil in the school. In case a teacher discovers any pupil with symptoms of disease, the examiner is summoned at once to pronounce upon it. If one of the pupils develops a contagious disease, all the members of his class are examined daily for a time by the physician to detect further possible symptoms of the disease. Fumigation of the rooms and other precautionary measures are ordered by him whenever deemed necessary. The condition of the sanitariums, the ventilation of the rooms, and the other mechanical conditions of the school are under his oversight.

There is no question but that by their services disease has been very much lessened among our school children; in fact, there has been no marked amount of contagion among the public school pupils since their appointment.

BEAUTIFUL SCHOOLROOMS.

“What we really want to get at is not the child’s mind but his soul, and the real route to that is through the things that are beautiful.” Woodrow Wilson.

The aim of the school must be to cultivate the ethical side of the child’s nature as well as his mental powers. It has long been recognized that the child is most strongly influenced by his surroundings, but it is only within recent years that this principle has been brought to bear upon our school environment. It is now coming to be recognized by school authorities that for the best school work it is imperative that the school building and the classrooms should present conditions that are beautiful and attractive.

Much has been done in the last few years toward this end in our own schools. Gradually, the walls of all the rooms are being tinted in soft, harmonious colors. The dead black of the slated blackboard is being changed to a more agreeable color. In some rooms, strips of burlap or duck of pleasing tints have been fastened to the wall to introduce color and to afford means for displaying from time to time the work of the pupils. In other rooms, a frieze of photographs under glass has been placed along the tops of the blackboards. The new Lincoln School, by its simple, tasteful architecture, by its large, bright school-rooms, and the attractive, harmonious nature of its appointments, is in itself an exemplification of the new idea of making the school surroundings attractive and elevating.

By means of exhibitions and in other ways, funds have been obtained for purchasing \$600 or \$700 worth of casts and photographs of the world’s masterpieces which are

hung in the assembly rooms and classrooms of the various schools.

While much has already been done, it is only a beginning of what it is possible to do to supply the best influences for the cultivation of the soul of the pupil. One masterpiece placed before a child will not only serve to raise his ideal but it will tend to create a standard for the surroundings of his future home and will do measureless work in keeping out poor or doubtful pictures and casts. This is especially a work in which private generosity may be indulged to the utmost for the benefit of future generations.

THE SPIRIT OF THE SCHOOLS.

The fundamental theory on which we work is that one of the most important duties of the school is the development of the character of the child and that happiness in the schoolroom is one of the great aids in true development. As far as our limited conditions will permit, we try to make the schoolroom one of the bright, happy spots in the child's life, and the discipline and machinery of the school is aimed to develop freedom, naturalness and self-control as far as is practicable where many children are assembled in one building.

We recognize the parent as one of the educators of the child, upon whom must fall a large share of the duties and of the responsibilities of his education and without whose support the teacher's efforts must fail to produce the highest success. It is, therefore, our effort to keep in close touch with the home, to keep the parent informed of the child's progress, to claim his support when it is needed and to give consideration to his wishes and preferences wherever it is practicable to do so.

In the High School, we make large use of the principle of self-government, assuming that the pupil should learn to govern himself in school if he is to be independent and self-controlled after he has left the school, and its use has greatly improved the morals and added to the natural-

ness and enjoyment of school life. I know of very few schools where there is such happy, self-controlled freedom of action, combined with strong thorough work and cordiality and friendship in the relations between teacher and pupils as in our school. Four years spent in such an atmosphere as now pervades the school must have a strong influence for good in forming the character of a boy or girl.

It is a pleasure to record a great growth during the decade in sympathy and unity of feeling between the home and the school, and the spirit of mutual consideration and co-operation now existing almost universally between our teachers and the parents has done much to soften the discipline, add to the efficiency and increase the happiness of our pupils. The Board may well be proud of the school atmosphere that prevails in practically all of our classrooms.

THE TEACHERS.

That school is fortunate which can secure good teachers and retain them in its service year after year. More important than equipment, course of study, and all other things is the teacher who applies these to the education of the children. It has long been the custom of our Board of Education to give preference to Normal graduates in the appointment of teachers, and during the greater part of the decade, no teacher has been appointed who was not a graduate from a college or some professional training school of high standing. In making appointments, the record and character of the candidate has been most carefully and thoroughly examined, and where possible, her work has been inspected in the schoolroom. In consequence of this carefulness of appointment, our schools have been fortunate in obtaining a corps of teachers of unusually high grade in attainments, in character, and in personality, and the excellence of our schools is due in a large measure to their hearty co-operation with the measures of the Board and the Superintendent, and to the

earnestness, intelligence, and faithfulness of their efforts to carry out our plans of work in the schoolroom.

Our salaries have been increased a little during the decade, but hardly enough to meet the increased cost of living. We have been fortunate in retaining our best teachers so many years, but it has been largely as a result of the attractive conditions of work in Plainfield rather than of the salaries which we pay. I desire to give the highest approval of the work they are doing and to express my appreciation of the cordial co-operation they have given to all my efforts to advance the work of the schools.

Of those who were on our force in 1892, but seventeen now remain. Several of our most valuable teachers have been taken from our lists through illness or death, some have gone to establish homes of their own, and many have been drawn away to positions with higher salaries. By their faithful, intelligent work very many of them have left a permanent impress on the growing minds of our children.

The best education is focused upon the individuality of the child and its efficiency rests on the personality of the teacher. My aim is to adopt such plans and secure such conditions as are most favorable for developing the individuality of each child, and to secure and develop that personality in the teacher that shall supply the best aid to the child in his self-development.

My ideal of an efficient school system is one in which superintendent, teachers, and pupils work together with mutual trust, confidence, and helpfulness approximate to that which prevails in a good home. It is, therefore, a pleasure to acknowledge the cordial support that has been given me in such large measure by the teachers, by the Board of Education, and by the parents.

Respectfully submitted,

HENRY M. MAXSON

PLAINFIELD

List of Teachers, 1901-1902

Superintendent, HENRY M. MAXSON.

HIGH SCHOOL.

IRA W. TRAVELL, *Prin.*,
ELLEN E. NILES,
S. LENA BASS,
ANNA H. PRESCOTT,

GRACE E. BURROUGHS,
ELLEN K. CUMMING,
KATHERINE F. BALL,
LINDSEY BEST,

JAMES D. MACNAB.

PREPARATORY CLASS.

M. ELIZABETH BENEDICT.

WHITTIER SCHOOL.

ANNA M. DAY, *Prin.*,
FLORA GRIFFIN,
ALICE W. LANSING,
ELIZABETH E. MORE,

EDITH A. WHITNEY,
ANNA E. MANKTELOW,
ELEANOR T. WILBER,
CELIA L. GRINNEL.

FRANKLIN SCHOOL.

NOEL J. BULLOCK, *Prin.*,
JENNIE E. DAVIES,
CHARLOTTE C. MERRILL,
EMMA FORCE,
JULIA JEROME,
CLARA J. CHURTON,

LOTTIE B. STRONG,
FLORENCE CHURTON,
GERTRUDE HUBER,
CHARLOTTE E. TENNANT,
CAROLINE A. BARBER,
ELIZABETH T. H. ANGELL.

WASHINGTON SCHOOL.

M. E. HUMPHSTON, *Prin.*,
A. W. BOORAEM,
JENNIE OWEN,

MARY T. DRAPER,
MARGARET R. CORY,
ELIZABETH M. COATES,

LOUISE RAWSON.

BRYANT SCHOOL.

EMMA V. SHATTUCK, <i>Prin.</i> ,	JESSIE BROWN,
KATE A. REMER,	SARA L. CHASE,
ARIADNE GILBERT,	E. MAY TENNANT,
FRANCES E. BRYANT,	EMMA B. STARR,
CASSIE E. BROWN,	LOUISE B. RUNYON,
CORA F. CADMUS.	

LINCOLN SCHOOL.

CAROLYN B. LEE,	S. LOUISE WOOD,
MILDRED TITSWORTH,	AGNES B. FREEMAN,
ALICE MILLER,	MABEL A. POWELL.

IRVING SCHOOL.

GENEVIEVE PETRIE, <i>Prin.</i> ,	LUCY L. BROWN,
ANNA W. WATSON,	LOUISE EGAN,
FRANCES E. COREY,	LUCIA N. WOOD,
FLORENCE M. HUGHES,	HATTIE FILMER,
LOTTIE W. STILLMAN,	MARY M. GRISWOLD,
ALICE A. LEE,	MARY M. BUCKLE,
ADA H. CLARK,	LILLIAN T. GLEN.

SUPERVISOR OF MUSIC.

CHARLES L. LEWIS.

SUPERVISOR OF DRAWING.

ANNA J. BENNET.

Enrollment of Pupils.

1902-1903.

SCHOOL.	GRADE.	BOYS.	GIRLS.	TOTAL.
High School.				
IRA W. TRAVELL	Senior.	9	22	31
ELLEN E. NILES	Junior.	22	21	43
ELLEN K. CUMMING	Second Year.	24	56	80
JAMES D. MACNAB	First Year.	45	40	85
<i>Preparatory Class.</i>				
M. ELIZABETH BENEDICT	Ninth.	17	23	40
Whittier School.				
ANNA M. DAY	Eighth	15	17	32
FLORA GRIFFIN	Eighth	18	15	33
ALICE W. LANSING	Eighth	18	17	35
ELIZABETH E. MORE	Seventh	18	24	42
ELEANOR T. WILBER	Seventh	22	21	43
ANNA E. MANKTELOW	Seventh	27	17	44
EDITH A. WHITNEY	Seventh	21	25	46
CELIA L. GRINNELL	Sixth	19	25	44
Franklin School.				
JENNIE DAVIES	Sixth	13	23	36
EMMA FORCE	Fifth	26	17	43
NOEL J. BULLOCK	Fifth	21	19	40
CLARA J. CHURTON	Fourth	18	14	32
JULIA JEROME	Fourth	15	23	38
FLORENCE CHURTON	Third	24	26	50
LOTTIE B. STRONG	Third	21	25	46
GERTRUDE HUBER	Second	21	24	45
CHARLOTTE E. TENNANT	First	25	24	49
CAROLINE A. BARBER	First	25	23	48
ELIZABETH T. H. ANGELL	Kindergarten	19	28	47
Washington School.				
M. E. HUMPHSTON	Fifth	20	10	30
ANNA W. BOORAEM	Fourth	15	19	34
JENNIE OWEN	Third	17	15	32
MARY T. DRAPER	Second	26	12	38
ELIZABETH M. COATES	First	23	23	46
MARGARET R. CORY	First	22	26	48
LOUISE RAWSON	Kindergarten	18	18	36

SCHOOL.	GRADE.	BOYS.	GIRLS.	TOTAL.
Bryant School.				
KATE A. REMER.	Sixth	19	24	43
CASSIE E. BROWN.	Fifth	28	13	41
ARIADNE GILBERT.	Fifth	19	20	39
JESSIE A. BROWNE.	Fourth	23	13	36
FRANCES E. BRYANT.	Fourth	19	24	43
SARA L. CHASE.	Third	25	26	51
E. MAY TENNANT.	Second	40	29	69
LOUISE B. RUNYON.	First	30	27	57
EMMA M. STARR.	First	28	21	49
CORA F. CADMUS.	Kindergarten	30	24	54
Irving School.				
ANNA W. WATSON.	Sixth	26	16	42
FRANCES E. COREY.	Fifth	23	21	44
FLORENCE M. HUGHES.	Fourth	26	12	38
LOTTIE W. STILLMAN.	Fourth	20	33	53
ALICE LEE.	Third	21	20	41
ADA H. CLARKE.	Third	21	20	41
LUCY L. BROWN.	Second	23	25	48
LOUISE EGAN.	Second	24	22	46
LUCIA N. WOOD.	First	18	22	40
HATTIE FILMER.	First	26	18	44
MARY M. GRISWOLD.	First	54	50	104
SUSIE DAVIS.	Kindergarten	44	45	89
Lincoln School.				
CAROLYN B. LEE.	Fifth	20	21	41
MILDRED TITSWORTH.	Fourth	25	18	43
ALICE MILLER.	Third	19	21	40
S. LOUISE WOOD.	Second	16	15	31
AGNES B. FREEMAN.	First	40	32	72
MABEL A. POWELL.	Kindergarten	17	23	40

High School Graduation.

Order of Exercises.

OVERTURE—" Franz Schubert "	-	-	-	<i>Suppe.</i>
INVOCATION,	-	-	-	Rev. W. R. Richards, D. D.
INTERMEZSO—" Cupids Garden,"	-	-	-	<i>Eugene.</i>
SALUTATORY AND ORATION—" Even the Least of Us Has a Gift,"				*Clarence Bixby La Rue.
ADDRESS OF WELCOME	-			Margaret Beekman Abbott.
SELECTION—" San Toy,"	-	-	-	<i>Jones.</i>
ORATION—" The Probation Officer in New Jersey,"				Harold Adin Nomer.
MINUETTE FROM " MAID MARIAN,"	-	-	-	<i>De Koven.</i>
ADDRESS	-	-	-	Rev. Jesse Lyman Hurlbut, D. D.
SELECTION	-	-	-	<i>Faust-Gounod.</i>

PRESENTATION OF REWARDS.

MR. LEANDER N. LOVELL.

For English Composition (The late G. H. Babcock Prize),				Offered by Mrs. G. H. Babcock.
For Mathematics (The late Dr. C. H. Stillman Prize),				Offered by Mrs. C. H. Stillman.
For United States History,	Offered by Wm. R. Richards, D. D.			
For Spelling,	-	-		Offered by Mr. Leander N. Lovell.
For Modern Languages,	-			Offered by Mr. E. R. Ackerman.
For Latin,	-	-		Offered by Mr. Alexander Gilbert.
For Commercial Studies,	-			Offered by Mr. E. R. Ackerman.
WALTZ—" Strollers,"	-	-	-	<i>Englander.</i>
ORATION AND VALEDICTORY—" Microscopic Friends and Enemies.				

Erwin Briant Leland.

POLISH DANCE,	-	-	-	<i>Scharwenka.</i>
---------------	---	---	---	--------------------

PRESENTATION OF DIPLOMAS.

By the President of the Board of Education.

J. B. PROBASCO, M. D.

MARCH—" Reuben and the Maid,"	-	-	-	<i>Levy.</i>
-------------------------------	---	---	---	--------------

*Excused.

Class of 1902.

Graduates.

CLASSICAL COURSE.

Alma Frances Dyer,	Kenneth Bulkley,
Lulu Harriet Fuller,	Hollis Brown Cubberly,
Edna Moore,	Clarence Bixby La Rue.

LATIN—SCIENTIFIC COURSE.

Margaret Beekman Abbott,	Bertha Mitchell,
Alice May Brick,	Elizabeth K. Vander Veer,
Mabel Jenkins,	Russell Bailey,
Evelyn Grace Lock,	Linden W. Bridgeman.

LATIN—MODERN LANGUAGE COURSE.

Grace Jeffers Burke,	Margaret E. Vandeventer,
Elizabeth Goddard,	Edwin Briant Leland,
Mildred Anna Ulrich,	Harold Adin Nomer,

GENERAL COURSE.

Daisy May Brouard,	G. Le Roy Hallock.
--------------------	--------------------

COMMERCIAL COURSE.

Cora Abbie Harris,	Emmeline E. Lerew,
Charlotte Agnes Johnson,	Louise Margaret Peterson,
Arthur Lewis Denton.	

Award of Prizes, 1902.

ENGLISH COMPOSITION.

The Geo. H. Babcock Prize, given by Mrs. Geo. H. Babcock.

First Prize—Hudson's Shakespeare, 12 vols.,

Edith L. Jarvis.

Second Prize—Tennyson's Works, 6 vols.,

Elizabeth K. Vander Veer.

Honorable Mention—Mercy A. Hillman,

Rachel Aughiltree,

Van Wyck Brooks.

MATHEMATICS.

The Dr. C. H. Stillman Prize, given by Mrs. C. H. Stillman.

First Prize—\$15.00 in gold, Cyril Brown.

Second Prize—\$10.00 in gold, Charles Elliot.

Honorable Mention—Harriet C. Randall.

TRANSLATION PRIZES.

For the best translation of assigned passages, a first prize of \$3.00, and a second prize of \$2.00, to be expended in books chosen by the receiver of the prize.

MODERN LANGUAGES.—Given by Mr. Ernest R. Ackerman.

Senior French.

First Prize—Elizabeth K. Vander Veer, Lowell's Poems.

Second Prize—Daisy M. Brouard, Longfellow's Poems.

Honorable Mention—Alice M. Brick.

Junior French.

First Prize—Norman C. Hill, Fiske's American Revolution.

Second Prize—Louise M. Taylor, Shelley's Poems.

Honorable Mention—Alice A. Pugh, Cyril Brown.

German.

First Prize—Erwin Briant Leland, Hudson's Shakespeare, 12 vols.

Second Prize—Russell Bailey, Bloxam's Chemistry.

Honorable Mention—Mabel Jenkins.

LATIN PRIZES—Given by Mr. Alexander Gilbert.

Senior Latin.

First Prize—Erwin Briant Leland, { Combined with
German Prize in
Hudson's Shake-
peare.

Second Prize—Russell Bailey, { Combined with Prize
in German in a copy
of Bloxam's Chemis-
try.

Honorable Mention—Margaret B. Abbott.

Junior Latin.

First Prize—Louise M. Taylor, Keats Poems.

Second Prize—Norman C. Hill, { Combined with
French Prize in
Fiske's American
Revolution.

Honorable Mention—Dorothy Waldo.

Second Year Latin.

First Prize—Anna F. Brodnax, Vanity Fair and
Henry Esmond.

Second Prize—Agusta Rugen, Whittier's Poems.

Honorable Mention—Mary Dunham.

GREEK PRIZE.—Given by Miss E. K. Cumming.

Lulu H. Fuller, Bryant's Iliad and Odyssey.

COMMERCIAL PRIZES.

Given by Mr E. R. Ackerman.

A first prize of \$3.00 and a second prize of \$2.00, to be
expended in books.

Stenography.

First Prize—Anna C. Randall, Tennyson's Poems.

Second Prize—Louis Bock, { Gregg's Manual of Short-
hand.
Gregg's Phrase Book.

Honorable Mention—Ralph S. Lane.

Typewriting.

First Prize—Vincent B. Miner, Fresenius' Qualitative
Analysis.

Second Prize—{ Ralph S. Lane, English Classics.
Emma Line,
How to Know the Wild Flowers.

Book-keeping.

First Prize—Ralph R. Eckert, English Classics.

Second Prize—Harry G. Thompson, Deschanel's Physics.

Honorable Mention—James McCarthy, Mary H. Randolph.

EXCELLENCE IN MANUAL OF ARMS AND MILITARY TACTICS.

Given by Mr. J. D. Macnab.

Gold Medal Prize—Joseph Lord Tweedy.

Honorable Mention—Cyril Brown, Frederick Tabor Van Auker.

SPELLING.

Given by Mr. Leander N. Lovell.

Longfellow's Poems.

Prize—Elizabeth Crane Winter.

Honorable Mention—Gertrude Laura Hunter.

UNITED STATES HISTORY.

Given by Rev. Dr. William R. Richards, Green's History of English People, 4 vols.

Prize—Elizabeth Crane Winter.

Honorable Mention—

{	Abraham Hugo Rubenstein,
	Benjamin Edward Hermann.

Grammar School Graduation.

Programme.

INVOCATION, — — — Rev. Charles L. Goodrich.

ALL SAINTS NEW, — — — Cutler.

Chorus by Graduating Class.

RECITATION—The Song of the Market Place, — *Buckham.*

Margaret Demarest.

ERL KÖNIG, — — — Schubert.

Miss Dorothy Waldo.

RECITATION—The Welsh Classic.

Arthur Stoddard Whitney.

SAILING, — — — — — *Godfrey Marks.*

Chorus by Class.

RECITATION—The Women of Mumbles Head.

Elizabeth Crane Winter.

ADDRESS.

Rev. Everett T. Tomlinson, D. D.

SUMMER TIME, — — — *Franz Abt.*

Chorus by Girls of Graduating Class.

ADDRESS TO GRADUATES.

Henry M. Maxson, Superintendent of Schools.

PRESENTATION OF DIPLOMAS.

By the President of the Board of Education.

J. B. PROBASCO, M. D.

MARCH, POLKA—"The Volunteers," — — — *Metra.*

Chorus by Class.

Grammar School Graduates, 1902.

Leroy Runyon Adams,
Helen B. Abrams,
Antoinette Lucy Aalhohn,
Avis Irene Aldrich,
Olivia Bogardus,
Samuel Bathe Bogart
Lena Bohan
Martha Codington,
Florence M. Cooney,
John Edward Douglass,
Bessie Evelyn Dunham,
Rose Victoria Droll,
Margaret Demarest,
Charlotte Finch,
Emma C. Foster,
John DeLancy Ferguson,
Stuart Freeman,
Howard Brooks Freeman,
Nellie Louise Giles,
Katherine F. Garretson,
Gertrude Geier,
Joseph William Gavett,
Alexander De Witt Galloway,
Bertha Celestine Hill,
Gertrude Laura Hunter,
Lillian Colette Holmes,
Benjamin Edward Hermann,
Charles Heycock,
Minnie Irene Hope,
Harold Emerson Lavelle,
John Gilmore Loizeaux,
Philip Leichtentritt
Jesse H. Lounsbury,

Gilbert J. Johnson,
Nora Johnson,
Margaret I. Johnson,
Charlotte Bessie Kenyon,
Harold Hutchen Millar,
Bessie Louise Mitchell,
Carrie Lyons Mulford,
Ethel Murray,
John Locke Platt,
Leslie Edward Palmer,
Frank Rimmer,
Abraham H. Rubenstein,
Margaret E. Rafferty,
Anna H. Rafferty,
Isabelle Randolph,
Elizabeth Marie Rogers,
Eva M. Rogers,
Milton Wilcox St. John,
Leola Cool Smith,
Anabel Smith,
May Fullinger Slocum,
Herbert B. Smith,
Ruth Isabel Thompson,
Juna Tolles,
Edward Mason Templin,
Charles Potter Titsworth,
Ellen Holmes Ulrich,
Maud Van Auken,
Elizabeth Crane Winter,
Wm. Madison Walsh, Jr.,
Arthur Stoddard Whitney,
Ethel Weseman,
Emma Jeanette Yaeger.

Course of Study in the Plainfield High School.

(Electives are printed in italics.)

FIRST-YEAR CLASS.

CLASSICAL.		LATIN-SCIENTIFIC.	
English.	5	English	5
Latin	5	Latin.	5
Algebra	5	Algebra.	5
Ancient History	5	<i>Ancient History or</i>	} . . . 5
		<i>Physical Geography</i>	
	20		20
MODERN LANGUAGE.		COMMERCIAL.	
English.	5	English	5
Ancient History	5	Bookkeeping*.	5
Algebra	5	Algebra	5
Physical Geography	5	Ancient History.	5
	20		20
GENERAL.			
English.	5		
Algebra	5		
Ancient History.	5		
Physical Geography.	5		
	20		

SECOND-YEAR CLASS.

CLASSICAL.		LATIN-SCIENTIFIC.	
English.	5	English	5
Cæsar.	5	Cæsar.	5
Greek	5	Algebra.	2½
Algebra.	2½	<i>Physics or</i>	} . . . 5
		<i>French</i>	
	17½		17½
MODERN LANGUAGE.		COMMERCIAL.	
English.	5	English	5
French.	5	Stenography	5
Algebra.	2½	Typewriting*.	5
Physics.	5	Bookkeeping*.	5
		<i>History, or Ancient</i>	} . . . 5
		<i>or Modern Language,</i>	
		<i>or Science.</i>	
	17½		25

GENERAL.

English	5
Algebra	2½
Physics	5
Modern History.	5

17½

JUNIOR CLASS.

CLASSICAL.

English	5
Cicero	5
Xenophon	5
<i>Geometry or Science</i> }	5

20

MODERN LANGUAGE.

English	5
French.	5

2 of the following :

<i>Geometry,</i>	}	10
<i>Chemistry,</i>		
<i>Modern History,</i>		
<i>English History.</i>		

20

GENERAL.

English	5
Geometry	5
Chemistry.	5
English History.	5

20

LATIN-SCIENTIFIC.

English	5
Cicero	5
Geometry	5
<i>Chemistry,</i>	} 5
<i>French,</i>	
<i>Modern History, or</i>	
<i>English History.</i>	

20

COMMERCIAL.

English	5
Stenography	5
Typewriting*	5
Advanced Bookkeeping*	5

1 of the following :

<i>Geometry,</i>	}	5
<i>Ancient or Mod. Language,</i>		
<i>Science,</i>		
<i>History,</i>		

25

SENIOR CLASS.

CLASSICAL.

English.	5
Virgil.	5
Homer.	5
<i>Geometry, German,</i>	} 5
<i>French or Science.</i>	

20

MODERN LANGUAGE.

English	5
French	5
German	5

<i>Mathematics,</i>	}	5
<i>Science,</i>		
<i>History or</i>		
<i>English Literature.</i>		

20

LATIN-SCIENTIFIC.

English	5
Virgil	5

2 of the following :

<i>French,</i>	}	10
<i>German,</i>		
<i>Astronomy and Geology,</i>		
<i>History, Solid Geometry</i>		
<i>and Trigonometry.</i>		

20

COMMERCIAL.

English	5
Stenography	5
Typewriting*	5
Advanced Bookkeeping*	5

1 of the following :

<i>Mathematics,</i>	}	5
<i>Ancient or Mod. Language,</i>		
<i>Science,</i>		
<i>History,</i>		

25

GENERAL.

English	5
Solid Geometry and Trigonometry	5
Astronomy and Geology	5
History	5
	<hr/>

20

* The starred subjects are recitations requiring no preparation.

The figures indicate the number of recitations per week during 40 weeks..

Vocal music is required one period a week throughout the course.

Drawing may be elected one period a week throughout the course, and receives credit.

Aim of the School.

The High School continues the work of education done in the Grammar School. Its course of study is arranged to meet the wants of all classes of pupils. The large amount of choice which it offers in the selection of a course and of subjects within that course is in keeping with its character as the last step in public education. While it aims primarily to discipline the mind and to form the character aright, it seeks also to introduce the pupil to the world's treasures of general knowledge.

COURSES OF STUDY.

The Classical and Latin-Scientific Courses of study offer the college preparatory pupil opportunity for ample preparation for entering any university or college in the country. Those who maintain a satisfactory standing in their classes will be admitted on certificate of the principal, without examination, at Amherst, Williams, Wesleyan, Oberlin, New York University, Vassar, Smith, Wellesley, and other colleges where the plan is in force. They will also be fitted to enter without conditions, Princeton, Harvard, Yale and Columbia.

The Latin-Scientific is the general Course. In no way can a pupil so readily gain a mastery of the English Language as by the study of some foreign language, preferably Latin.

Laboratory facilities and methods of teaching science enable the pupil to approach those subjects in the proper way, and to learn by doing.

The Modern Language Course affords opportunity for making French and German the leading studies of the course.

The Business Course not only gives the technical instruction which fits the pupil for a business career, but it

also has an important disciplinary value in training to correctness and accuracy, and it offers a large fund of general information.

SELECTION OF COURSES.

Upon admission to the High School, pupils are required to choose and pursue regularly one of the prescribed courses of study. For satisfactory reasons, a pupil may be allowed to take less than the required number of studies, and to graduate in five or more years.

A change of course will ordinarily not be allowed except at the beginning of the year, and then only upon the personal or written request of the parent.

Pupils sustaining a satisfactory record in their regular courses may elect studies from other courses to meet their special needs.

PROMOTION.

At the end of the year pupils are "promoted," "conditioned," or "not promoted." A pupil is promoted whose standing is not less than 75 per cent, or "fair" in any prescribed study.

A pupil conditioned in any subject will not be classified with the next higher class until that subject is satisfactorily completed under the teacher's direction. Ordinarily only one supplementary examination will be given, and failure in this, or neglect to remove the condition within a reasonable time, will be followed by requirement to repeat the study in class.

A pupil not promoted in any study must take that study again in class, although he may enter upon advanced studies in place of those satisfactorily completed.

Exclusion from opportunity to take examination will follow very poor class work.

Standings are determined by taking into account the class work, examinations, and the teacher's estimate of progress.

ADMISSION. .

All graduates from the city Grammar Schools are admitted without examination. Other pupils desiring to enter the High School must pass examination in Arithmetic, English Grammar, Spelling, and United States History. A course in Spencer's Inventional Geometry will add much to the pupil's ability to do the High School work.

NON-RESIDENT PUPILS.

Non-resident pupils are admitted to the full privileges of the School. They are required to pay tuition, to sustain a satisfactory record, and to conform to all the requirements made of resident pupils; and they have the same use of the library, apparatus, and other aids to study.

Non-resident graduates are admitted to post-graduate study without payment of tuition.

LENGTH OF YEAR.

For convenience in arranging the work, the school year is divided into two terms of twenty weeks each; but the vacations occur at Christmas time and the week following Easter.

